	# of students king assignment	nment	# failed		What observations do you have about how your students were able to identify themes?			CLO "Students who complete (name of. course) will be able to discuss ways that the content from this course applies to our contemporary society."				
M130 30705 30898 31237 31237 31251 31255 31265 31265 31265 31265 31265 41451 4143 31310 4157 4157 4133 31330 4157 4157 4157 4157 4157 4157 4157 4157 4157 4158 31384 31384 31453 4159 31285 4157 4			4				with lists of BOTH conservative AND progressive media outlets, and stipulate that they must select one publication or electronic resource from EACH column,					
M130 30705 30698 31237 31251 31251 31251 31255 31265 31265 31265 31276 4157 M133 31310 HIST M133 31310 HIST M133 31310 HIST M133 31312 HIST M133 31374 31374 31374 4157 M137 31374 31375 31374 31375 31374 31375 31374 31375 31375 31494 31494 31537 31537 31537 31537 31537 31537 31537 31537 31557 3			4				with lists of BOTH conservative AND progressive media outlets, and stipulate that they must select one publication or electronic resource from EACH column,					
30888  31237    31251  31251    31251  31251    31265  31305    31306  31306    HIST  31306    HIST  31306    HIST  31301    HIST  31310    HIST  31312    HIST  31332    HIST  31332    HIST  31332    HIST  31332    HIST  31349    31492  31492    31529  31537    31553  31531			4				with lists of BOTH conservative AND progressive media outlets, and stipulate that they must select one publication or electronic resource from EACH column,					
31251    31265    31265    31276    31276    31306    HIST    M133    31310    HIST    M137    31377    31384    31349    31495    31489    31489    31489    31492    31537    31537							with lists of BOTH conservative AND progressive media outlets, and stipulate that they must select one publication or electronic resource from EACH column,					
31265    31276    31306							with lists of BOTH conservative AND progressive media outlets, and stipulate that they must select one publication or electronic resource from EACH column,					
31276    31306    HIST    M133    31310    HIST    M133    31310    HIST    M133    31310    HIST    M137    31324    HIST    M137    31384    31453    31463    31489    31489    31492    31537    31537			- 4				with lists of BOTH conservative AND progressive media outlets, and stipulate that they must select one publication or electronic resource from EACH column,					
HIST M133 31306 HIST M133 31310 HIST M135 31312 HIST M137 31374 31374 31374 31374 31455 HIST M140 31455 M140 31455 31492 31492 31494 31494 31529 31537			6		1	One or two student were unable to rlate	which polarized, markedly opposing perspectives are presented. This might compel students to explore myriad ideological/partisan dimensions to that					
HIST M133 31310 HIST M133 31310 HIST M135 31312 HIST M137 31374 31374 31374 31384 31453 31453 31455 HIST M140 31228 31499 31499 31492	44	44 38	6		a few students struggled to identify themes	their selected themes to today.	same issue.					
HIST M133 31310 HIST M135 31312 HIST M137 31374 M137 31374 M137 31374 M137 31374 M137 31374 M137 31374 M137 31374 M137 31374 M137 31374 M140 3128 M140 3128 M140 31489 M140 31489 M140 3155 M149 M140 3155 M149 M140 3155 M149 M140 3155 M149 M140 3155 M149 M140 3155 M149 M140 3155 M149 M140 3155 M149 M140 3155 M149 M140 3155 M140 3155 M14	26				Very easy for most to identify The students made big picture connections regarding the foundations of the Federalist system and how it is still present in modern	connections to today clearly made Students analyzed the Federalist/Anti- Federalist political debate, determined which party they would identify as, an then evaluated a current political issue in the 21st	few who didn't meet weren't focused answers were way off, like they didn't even really read it, will prep better before they even start The more primary documents we have students analyze and connect them to current events, I believe students truly enjoy working with documents. Making the	yes they will, today's current events apply easily				
HIST M135 31312 HIST M137 31374 31374 31374 31374 31455 HIST M140 31228 31455 M140 31228 31492 31492 31492 31494 31494 31529 31537	50	36 19		17	time.	Century	documents relevent is key.					
HIST M135 31312 HIST M137 31374 31374 31374 31374 31455 HIST M140 31455 HIST M140 31428 31492 31494 31494 31529 31537												
HIST M135 31312 HIST M137 31374 31374 31384 31453 31453 M140 31228 31459 31489 31492 31492 31494 3159 31537												
HIST M135 31312 HIST M137 31374 31377 31374 31453 31453 31455 HIST M140 31228 31492 31492 31492 31494 31494 31529 31537												
M135 31312 HIST 31374 M137 31377 31374 31384 31455 HIST 31455 HIST 31489 31489 31492 31494 31494 31529 31537												
M137 31374 31377 31377 31384 31453 31455 HIST M140 31228 31489 31489 31492 31494 31494 31529 31537	5(	50 46			Students identified important themes easily	students connnected relevancy today easily-		I was pleased to see students identify crucial themes from course and how well they were able to apply themes to current issues.				
M137 31374 31377 31377 31384 31453 31455 H15T M140 31228 31489 31489 31489 31492 31494 31529 31537												
31384 31453 31453 HIST M140 31228 31499 31492 31492 31494 31529 31537												
31453 31455 HIST M140 31228 31489 31492 31492 31494 31529 31537 31563								overall class did well, noticed not as many				
31453 31455 HIST M140 31228 31489 31492 31494 31529 31537 31563				1				of their answers were as clear and direct as				
31455 HIST M140 31228 31489 31492 31492 31492 31529 31537 31563	54	54 48			students identified important themes easily	students made connections		in Hist 135				
HIST M140 31228 31489 31492 31492 31494 31529 31537 31563												
M140 31228 31489 31492 31492 31494 31529 31537 31563												
31489 31492 31492 31494 31529 31537 31563												
31492 31494 31529 31537 31563												
31494 31529 31537 31563												
31537 31563		29 23 55 6	6		I'm shocked at how many couldn't do it!	Those who were able to identify a theme did pretty well then relating them to today. The problem is i don't know if they just didn't explain themseshes fully (hurry up and just answer the question) or if they really couldn't go further into analysis. And what of the students who didn't do the assignment? Is that because they realized they didn't understand it? If so, then those numbers should be factored in. But how would we know?	Practice more! Have them do more assignments or discussions in which they identify and themes.					
	29	47 39	8									
31565	47	42 37										
	47	44 36	8								 	
HIST M141 31671	47											
316/1	47											
HIST	47											
M143 31674	47											
HIST M145 31684	47		2		Much better in this class- Race and Ethnicity. Perhaps because the connections are so obvious to them? Or, because I do a better job in this class of talking about themes.							
HIST	47	50 48										
M150 31698	47	50 48			Every student from this class was able to	Two students wee unable to relate theme to						
31749 31782	477 42 44	50 48			identify a theme.	today.	column.				 	
31805	477 42 44	50 48 22 20	2			1						
31876	477 42 44	50 48 22 20	2	l					Т			

HIST												
M160	31810											l I
	01010					24/25 students passed, so the results were	One student surprisingly and very vocally					
							aggressively stated that "history is about the	I have a video on How to Read and Analyze				1
							past, and we should not be talking about	Primary and Secondary Sources, but I might				1
							current events!" until I reminded him about	also make a video on relating to				1
	31832	25	24	1		tend to focus on the content detail.	the Course Learning Objective. "Oh Yeah"	cotemporary events.				1
	51052	23	24	1		Students participated in a discussion	the course tearning objective. On rean	cotemporary events.				
						analyzing and evaluating the short and long -						1
												1
						term impacts of the Atlantic System. They						1
						analyzed documents the examined the slave						1
						trade, slavery, and then read a few articles						1
						analyzing the idea of generational trauma						1
						and slavery. The students really enjoyed this						1
						discussion. Many had never heard of	The students expressed an interest in					1
						generational trauma, how it connects to	learning more about the topic and made	Ensuring we ask our students to make big				1
							direct connections to current social, political,	picture conceptual connections to history				1
	31882	28	22		6	for the. future.	and economic issues for today.	and how events impact future issues.				1
												1
						1		I can certainly train more on theme				i -
				1				identification - I currently focus more on				1
				1				relating our course material to today. I can				1
				1				make sure we identify themes in at least one	1			I.
						1		of our primary sources every document				I.
				1		This was the hardest part of the assignment	This part seemed much easier for the	study we have for practice. But the bigger	1			I.
						for the students. They found it quite hard to		question: is themes the way to go? Our CLO				1
						identify a theme from the document, and	(usually from the internet) that related to	asks us to apply the content from our class				I.
						then doubly hard to work with exactly the	our course material; the challenge was	today - not specifically to identify themes.				I.
HIST						same theme in the newspaper article I	stating exactly how they related by	Maybe I/our group needs to modify the CLO				1
M162	32116	30	25	5		incorporated into the assignment.	identifying a theme.	guidelines?				1
												1
						They seemed most likely to identify themes						1
						we encountered in the more intensively						1
HIST						studied cultures, such as the Roman or	The students seemed most interested in	Being able to assess the students at the time				1
M170	31891	15	11	. 4		Greek.	religion, social hierarchy, and urbanization.	of the final exam would be more effective.				1
							Most students could relate the themes to					1
							today, but only in very general terms. Many					1
							could not think of specific examples from the					1
							contemporary world to illustrate the theme					1
							or issue. I noticed that they seem to believe					1
							that the United States is the world, and that					1
							the theme had to apply to the United States.	Office hour pay for part-time faculty				1
							When I gave them examples from other	members so that we can meet one on one				1
							parts of the world, comprehension improved	with students, which improves student				1
							dramatically. Where the theme was an	learning outcomes dramatically.				1
							obvious fit to US institutions, such as the	Office hour pay for part-time faculty				1
						Students easily identified important	problem of inequality in a republic, they did	members so that we can meet one on one				1
						themes in the documents, and were often	very well. More abstract ideas such as	with students, which improves student				I.
				1		eager to identify multiple themes or big	religious justification for law produced	learning outcomes dramatically.				I.
	31899	35	27			issues	generalities or forced examples.					i -
	51035		21	0			Most students could relate the themes to				+ +	
						1	today, but only in very general terms. Many					i -
				1			could not think of specific examples from the		1			I.
							contemporary world to illustrate the theme					1
				1			or issue. I noticed that they seem to believe		1			I.
				1			or issue. I noticed that they seem to believe that the United States is the world, and that		1			I.
												1
						1	the theme had to apply to the United States.	Suggestions to improve student				I.
						1	When I gave them examples from other	performance in this Learning Objective:				I.
				1			parts of the world, comprehension improved	Office hour pay for part-time faculty				I.
				1			dramatically. Where the theme was an	members so that we can meet one on one	1			I.
						1	obvious fit to US institutions, such as the					I.
					1		problem of inequality in a republic, they did	with students, which improves student				1
				1			very well. More abstract ideas such as	learning outcomes dramatically.				I.
				_		in the documents, and were often eager to	religious justification for law produced					1
$\vdash$	31914	26	19	7		identify multiple themes or big issues.	generalities or forced examples.				+	<del> </del>
					1	Students evaluated various political systems						i -
						established by the Greek Poli that included						1
				1		Sparta and Athens. Students then discussed	The students made connections to mostly		1			I.
				1			Western poltical systems. We do another					I.
				1			evaluation of eastern political systems were					i -
1 1				1		established, and then compared how	students then analyze how and why					i -
1 1						current 21st Century poltical systems	western/eastern political systems developed	1	1	1 1	1 1	1
												ļ.
	31961	29	25		4	compare/contrast to the Greek ideals.	They seem to enjoy both.				_	

	2017 # of students taking assignment	# passed	# failed		# Non-participant						
%		78.2%		10.2%	3.6%	92.05	6				
Total	742	580		76	27	68					
32081		5,				, and the second of the back.	or a second champion				
32041	43	37		6		identify multiple themes or big issues.	generalities or forced examples.	ica ning outcomes a amatically.	1	1	
						in the documents, and were often eager to	religious justification for law produced	learning outcomes dramatically.	1	1	
						Students easily identified important themes		with students, which improves student	1	1	
1								members so that we can meet one on one	1	1	
							dramatically. Where the theme was an obvious fit to US institutions, such as the	performance in this Learning Objective: Office hour pay for part-time faculty	1	1	
							parts of the world, comprehension improve		1	1	
							When I gave them examples from other		1	1	
							the theme had to apply to the United States		1	1	
							that the United States is the world, and that		1	1	
							or issue. I noticed that they seem to believe		1	1	
							contemporary world to illustrate the theme		1	1	
							could not think of specific examples from th	2	1	1	
							today, but only in very general terms. Many		1	1	
							Most students could relate the themes to				
1180 31968	19	15		4		A few students failed to identify a theme	ideological proclivities.	column.	1	1	
IST							ethnocentric if not virulently racist	Please see apparaisal above in this same	1	1	
							hidebound, and in this instance, potentially		1	1	
							challenge their own circumscribed,		1	1	
							assignments don't compel students to		1	1	
							French culture." It worries me when such	1	1	1	
							transplanting their violent culture in place o		1	1	
							violence, rape and murder, effectively		1	1	
							Le Pen's anti-immigrant policies, reviling Muslim immigrants "who engage in rampan		1	1	
							student advocated French politician Marine		1	1	
							personal prejudices. For example, one		1	1	
							simultaneously remained enmeshed in their		1	1	
							students, while adhering to this paradigm,		1	1	
							disconcerted by instances in which a few				
							contemporary milieu, I was nevertheless				
							criteria of applying the theme to our				
							Although this clas technically fulfilled the		1		